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ABSTRACT

The Texas Assessment of Minimum Skills (TEAMS) is a mandated criterion-referenced test administered to students in grades 1, 3, 5, 7, 9, and 11 in Texas public schools. This report by the Austin Independent School District (AISD) contains an executive summary of TEAMS results, an analysis of performance, and attachments. Among the major findings are: (1) students in the AISD scored higher on the 1987 TEAMS than on the 1986 TEAMS; (2) the gains made by AISD students were not as large as the gains made by students in other Texas urban districts; (3) the largest gains on TEAMS were by low-achieving students; (4) AISD Hispanic students mastered the Spanish TEAMS at rates higher than students in other urban districts; and (5) virtually all (99.4%) of potential graduates passed both areas (mathematics and language arts) of the exit-level TEAMS. The text of the report is presented in a question and answer format and describes and evaluates student performance, district efforts to prepare students for exit-level TEAMS, remediation services, and reactions of students and teachers. Attachments to the report include: information on TEAMS mastery criteria; and data on TEAMS results by ethnicity, and rankings by school. (MDE)

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1986-87 TEAMS CALENDAR

The testing calendar for the TEAMS is determined each year by the Texas Education Agency (TEA). Following is a summary of the TEAMS testing dates for 1986-87:

October 28	Grade 11/12 (Exit-Level Mathematics)
October 29	Grade 11/12 (Exit-Level Language Arts)
February 9-13	Grades 3, 5, 7, and 9
February 16-19	Grades 3, 5, 7, and 9 - Make-up
April 6-10	Grade 1
April 13-16	Grade 1 - Make-up
May 4	Grade 11/12 (Exit-Level Language Arts)
May 5	Grade 11/12 (Exit-Level Mathematics)

Testing schedules were set at each campus by the principal and the building test coordinator within the restrictions of the testing calendar set by TEA, with schools making every effort to test early in the morning and to avoid testing on Mondays, Fridays, and before or after a major holiday. As in the past with the TABS, Valentine's Day was during the scheduled days for testing grades 3, 5, 7, and 9.

86.13

THE TEAMS REPORT, 1987

EXECUTIVE SUMMARY

AUTHOR: Evangelina Mangino

OTHER CONTACT PERSONS: Glynn Ligon and David Doss

MAJOR FINDINGS

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1. Students in AISD scored higher on the 1987 TEAMS than on the 1986 TEAMS (page 23).

2. The gains made by AISD students from 1986 to 1987 were not as large as the gains made by students in other Texas urban districts. As a consequence, AISD's rank among the urban districts decreased (page 4).

3. The largest gains on the TEAMS were obtained by low-achieving students. These students continue to have a low pass rate and present the greatest opportunity for improvement in districtwide averages (page 5).

4. AISD Hispanic students mastered the Spanish TEAMS at rates higher than students in other urban districts and statewide (page 7).

5. Virtually all (99.4%) of the potential graduates passed both areas of the Exit-Level TEAMS, thus fulfilling this State requirement for graduation (page 14).

Clearly, the efforts made to improve performance on the TEAMS at all grade levels have been effective. Because average- and high-achieving students already have high pass rates, efforts must continue to focus on low achievers. The skills measured by the TEAMS are not trivial, and it is important that teachers of low-achieving students and the special programs that serve them continue to focus on TEAMS objectives.

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THE TEAMS REPORT, 1987

WHAT IS THE TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS (TEAMS)?

The TEAMS is a State-mandated, criterion-referenced test administered every year to students in Texas public schools. The TEAMS replaced the Texas Assessment of Basic Skills (TABS), administered at selected grades every year from 1980 to 1985. The development and administration of the TABS was in response to the 1979 mandate by the Texas Legislature that minimum basic skills testing in mathematics, reading, and writing be instituted in Texas.

A revised policy was passed by the Second Called Session of the 68th Texas Legislature in July, 1984. House Bill 72 (HB 72) mandated that, beginning with the 1985-86 school year, a new assessment program (the TEAMS) be instituted to measure minimum basic skills in mathematics, reading, and writing at grades 1, 3, 5, 7, 9, and 11 (the exit level). In a dramatic gesture, the new law also required that Texas students graduating in May, 1987 and thereafter demonstrate mastery on the Exit-Level TEAMS before they may receive a high school diploma. Only special education students whose handicap "prevents the student from mastering the competencies which the basic skills assessment instruments are designed to measure" may be exempted from this exit-level requirement (Texas Education Code, Section 21.555).

In July, 1986, the rules for the TEAMS program were amended by the State Board of Education. Beginning with the 1987 test administration, the amendment provided for the administration of grade 1 and grade 3 assessment instruments in Spanish. The new rules specify that students with a home language other than English who are of limited-English proficiency (LEP) would have the opportunity either to take the test in Spanish (Spanish speakers at grades 1 and 3) or be exempted from the TEAMS (Spanish speakers at grades 5, 7, and 9 and all other LEP students at grades 1, 3, 5, 7, and 9). The exemption or Spanish test option can only be used the first time a student is tested. There are not exemptions for LEP students on the Exit-Level TEAMS. The decision of whether a LEP student is to be exempted or tested in Spanish is made by the Language Proficiency Assessment Committee (LPAC).

The TEAMS was produced by the Texas Education Agency (TEA). All testing procedures and guidelines, including administration dates, are set by TEA. Through an independent contractor, TEA scores the TEAMS and reports the results back to the school districts.

The results of the TEAMS are used to determine the performance level of students, schools, and districts, and to determine the need for remediation in each of the tested areas. TEAMS results are the only measurement by which student achievement can be compared in all public schools in Texas. In order to compare aggregated student performance on the TEAMS with national standards, the Texas Legislature also mandated that TEA conduct an equating study, equating the TEAMS with a norm-referenced test. The test selected for this purpose was the Metropolitan Achievement Tests (MAT), 6th edition. The equating study was conducted during the 1985-86 school year.

At the student level, the results of the TEAMS are reported in terms of mastery of each objective and mastery of each test. Total raw score and scaled score are also provided. At the group level (campus, district, and State), the results are reported in terms of the percentage of students mastering each objective and the percentage of students mastering each test. Scaled scores and predicted national percentile ranks are also provided for the overall group.

Mastery of each objective is defined as correctly answering at least three out of the four multiple-choice items measuring that objective. Mastery of each test is established independently of the objective mastery levels, and in some cases, students must master more than 75 percent of the items on a test to demonstrate mastery. The writing test given in grades 3, 5, 7, and 9 also contains a writing sample which affects mastery of the entire writing section. The raw score criteria for mastery of the tests, established by the State Board of Education, are presented as Attachment 1.

In grades 1 through 9, nonmastery of a test has no direct consequences to the students in terms of promotion or retention. At grade 11, however, not mastering the test requires that the student participate in a remedial program and be retested every time the test is offered (two times each year) until the student has demonstrated mastery of both the mathematics and the language arts tests. The ultimate consequence of not mastering one or both sections of the TEAMS at the exit level is that the students will be denied a high school diploma (beginning with students graduating in May, 1987). There will be no opportunity to sign a letter of waiver in lieu of demonstrating mastery, as there was in the past in Austin ISD for students who graduated without meeting the District's minimum competency requirements.

Many educators, including some AISD administrators and staff, feel that the TEAMS writing sample, which uses a "holistic" scoring technique, is unreliable. Data received from TEA in 1986-87 and previous years for AISD students have only reinforced this opinion. Consequently, results from the TEAMS writing test should be interpreted with caution. No significant conclusions should be drawn from the data.

HOW DID AISD STUDENTS PERFORM ON THE TEAMS?

- AISD students in grades 1-9 mastered the TEAMS at higher rates in 1987 than in 1986.
- In general, AISD students mastered the TEAMS at higher rates than students in Texas urban districts but not higher than students statewide.
- AISD performance on the Exit-Level TEAMS remained the highest among the Texas "Big Eight" urban districts and above the statewide average. However, the average gains statewide and in the urban districts were higher than those in AISD (Figures 2 and 3 and Attachment 2).
- Seventeen out of 2,890 potential graduates were denied a diploma because they did not pass the Exit-Level TEAMS.
- AISD Hispanic students mastered the Spanish TEAMS at a higher rate than students in other Texas urban districts and at a higher rate than the State in all comparisons (Figure 7).
- At grades 1-11, AISD's ranking among the urban districts improved in one of 17 comparisons, AISD's rank remained the same in 10 comparisons and declined in six (Figure 3).

Campus results are presented in Attachment 3 of this report.

FIGURE 1
PERCENTAGE OF STUDENTS MASTERING
ALL TESTS TAKEN, TEAMS 1986-87

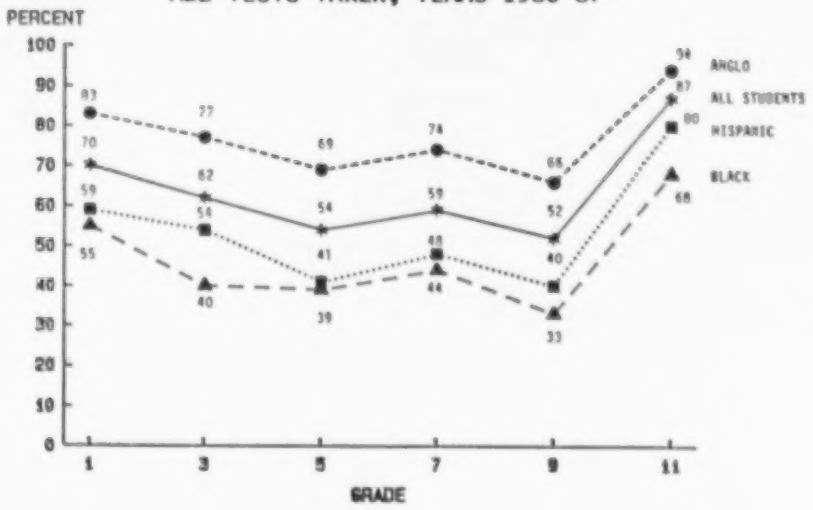


FIGURE 2
PERCENTAGE OF STUDENTS MASTERING THE 1986-87 TEAMS IN AISD, THE BIG EIGHT URBAN DISTRICTS, AND TEXAS

GRADE	NUMBER TESTED IN AISD	PERCENTAGE OF STUDENTS MASTERING											
		MATHEMATICS			READING			WRITING			PASSED ALL		
		AISD	B8	TX	AISD	B8	TX	AISD	B8	TX	AISD	B8	TX
1	5163	86	85	87	76	75	79	87	83	86	70	68	72
3	4188	84	82	86	79	73	79	71	66	71	62	56	63
5	3831	79	82	86	80	79	83	64	58	68	54	49	60
7	4329	78	81	85	80	79	84	68	68	73	59	58	65
9	3992	83	78	83	79	75	80	60	63	67	52	52	58
11 (Oct.)	3216	93	86	89	90*	84	87	--	--	--	87	79	83
12 (Oct.)	287	82	NA	71	83*	NA	73	--	--	--	74	NA	65
11 (May)	717	82	NA	66	65*	NA	56	--	--	--	65	NA	55
12 (May)	101	86	NA	72	79*	NA	67	--	--	--	77	NA	66

B8 = Urban Eight NA = Not Available * Language Arts

AISD 1987 Averages Compared to...

Big 8	State
18 Higher	13 Higher
2 Same	3 Same
3 Lower	16 Lower
9 NA	

FIGURE 3
AISD RANKS AMONG THE BIG EIGHT URBAN DISTRICTS, TEAMS 1986 AND 1987

Grade	Mathematics			Reading			Writing		
	86	87	Change	86	87	Change	86	87	Change
1	3	3	0	2	3	-1	2	2	0
1 (Span.)	-	1**	-	-	1**	-	-	1**	-
3	3	4	-1	2	2	0	2	2	0
3 (Span.)	-	3	-	-	3	-	-	1	-
5	3	7	-4	3	3	0	2	3	-1
7	6	6	0	1	3	-2	3	3	0
9	4	3	+1	3	3	0	3	5	-2
11 (Oct.)	1	1	0	1*	1*	0	-	-	-

Change in AISD's 1986 vs 1987 Ranks Among Big Eight

1 Up
10 Same
6 Down

* Language Arts
**Ranking among seven districts; one district did not test Grade 1 in Spanish.

TEAMS Mastery by Low, Average, and High Achievers

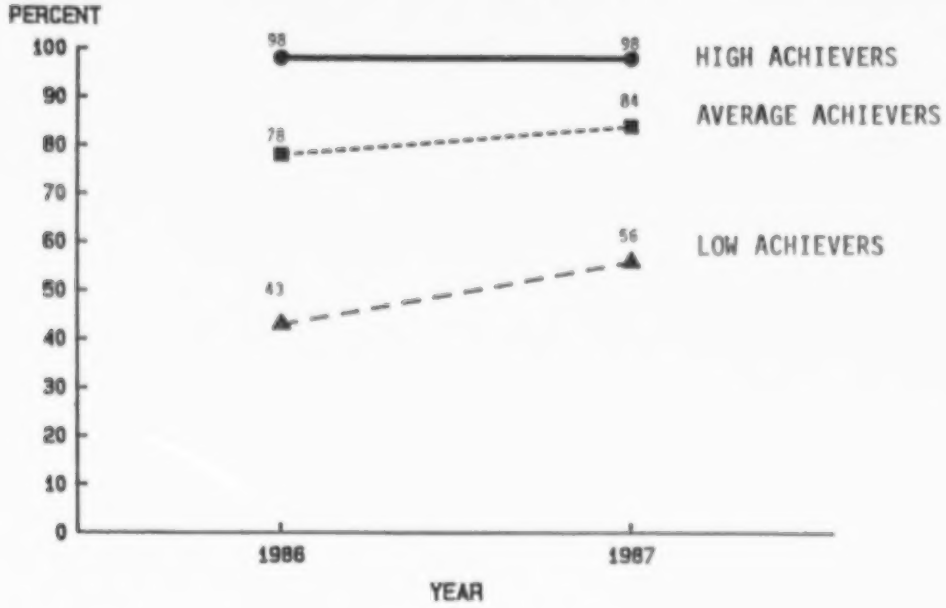
The TEAMS is a measure of minimum skills. This fact is illustrated in Figure 4 which shows the percent mastery for three groups of students--low, average, and high achievers. Students were placed in these groups based on the previous year's achievement on the Iowa Tests of Basic Skills (ITBS) or the Tests of Achievement and Proficiency (TAP). Figure 4 also shows the differences in the percent mastery for each group between 1986 and 1987. Figure 5 illustrates a typical finding. Note that the pass rates are extremely high for students scoring at the 70th percentile or higher on the previous year's ITBS. The pass rates for average-achieving students were also high. Therefore, the greatest opportunity for improvement in districtwide averages lies in the improvement of the achievement of the low-scoring student. As Figure 5 illustrates, much of the improvement in District performance in 1986-87 came from this group; however, results reported in the Chapter 1/Migrant report (Pub. No. 86.05) indicate that low-achieving students who did not receive Chapter 1 services contributed little, if any, to the District improvement. Clearly the District must focus its attention on the achievement of low-achieving students to ensure that they are being taught these important basic skills.

FIGURE 4
PERCENT MASTERY OF TEAMS 1986- AND 1987 BY PERCENTILE RANGES ON PREVIOUS ACHIEVEMENT

	PERCENTILE RANGES*								
	1-30			31-69			70-99		
	1986	1987	Change	1986	1987	Change	1986	1987	Change
GRADE 1									
MATHEMATICS	60	67	7	87	88	1	98	97	-1
READING	49	54	5	79	79	0	93	93	0
GRADE 3									
MATHEMATICS	43	56	13	78	84	6	98	98	0
READING	28	35	7	78	80	2	99	99	0
GRADE 5									
MATHEMATICS	34	43	9	83	86	3	100	100	0
READING	54	50	-4	92	89	-3	100	99	-1
GRADE 7									
MATHEMATICS	36	46	10	91	93	2	100	100	0
READING	50	54	4	91	93	2	100	100	0
GRADE 9									
MATHEMATICS	43	49	6	89	92	3	100	100	0
READING	51	43	-8	89	86	-3	100	99	-1
GRADE 11 (OCT.)									
MATHEMATICS	70	65	-5	96	96	0	100	100	0
LANGUAGE ARTS	76	60	-16	98	96	-2	100	100	0

*Percentile ranges are based on student's previous year's scores on ITBS and TAP.

FIGURE 5
TEAMS GRADE 3 MATHEMATIC,S
PERCENT MASTERY 1986 AND 1987



LEP Students Tested in English

A comparison of the percentage of LEP students tested with the English TEAMS in AISD and the State shows that at all grades tested, AISD tested comparatively fewer LEP students than the State.

FIGURE 6
PERCENTAGE OF LEP STUDENTS TESTED WITH ENGLISH TEAMS

	LEP Students		Tested in Spanish				Exempt				Tested in English			
			AISD		TX		AISD		TX		AISD		TX	
Grade	AISD	TX	#	%	#	%	#	%	#	%	#	%	#	%
1	577	39,168	301	52%	17,032	43%	60	10%	1,108	3%	216	37%	21,706	55%
3	333	22,696	159	48%	3,717	16%	46	14%	829	4%	120	38%	18,150	80%
5	249	16,598	-	-	-	-	76	31%	3,267	20%	173	69%	13,331	80%
7	227	15,529	-	-	-	-	63	28%	3,463	22%	164	72%	12,066	78%
9	153	13,641	-	-	-	-	54	35%	2,099	15%	99	65%	11,542	85%

Those differences in the percentage of LEP students tested must be taken into consideration when comparing AISD results with those of the State. The decision to allow LEP students a one-time exemption from the English TEAMS beginning in 1987 muddies comparisons with last year. The results of LEP students are analyzed and interpreted in more detail in Programs for Students with Limited English Proficiency; Evaluation 1986-87 (Pub. No. 86.43).

In 1986 all LEP students in grades 3, 5, 7, and 9 were required to take the test and all LEP students in grade 1 were exempted by the State Attorney General. In 1987 exemptions were allowed at grades 1, 3, 5, 7, and 9 but, because the decision to take the exemption is made independently for each student by the LPAC, each decision reflects the philosophy of the LPAC, the campus, and the District.

- AISD LEP mastery percentages were higher in mathematics than in language arts.
- AISD's LEP October passing rates for 11th graders were higher than the State's in mathematics but lower than the State's in language arts. The mastery rate for all eleventh graders in AISD tested was higher than the State's in both comparisons.
- AISD LEP twelfth graders showed higher mastery percentages than eleventh graders.
- In language arts, four LEP twelfth graders failed the TEAMS and were denied diplomas--two were Spanish Title VII students and two were Asian. All but one had only entered AISD this year; the two Spanish speakers reportedly plan to return to AISD next fall.

LEP Students Tested in Spanish

First- and third-grade Spanish-speaking limited-English-proficient (LEP) students who were not tested in English took the Spanish version of the TEAMS test for the first time in February and April, 1987. Whether to test in English or Spanish was the decision of the student's Language Proficiency Assessment Committee. Because this test is different from the English version of the TEAMS, the two cannot be compared directly.

AISD percent mastery of the Spanish TEAMS at both first and third grade was higher than the percent mastery for the State (Figure 7). AISD ranked first among the Big Eight in first grade (all subject areas) and in third grade writing. In third grade mathematics and reading, our rank was third (Figure 3).

FIGURE 7
PERCENTAGE OF STUDENTS MASTERING THE SPANISH TEAMS 1987

GRADE	NUMBER TESTED IN AISD	PERCENTAGE OF STUDENTS MASTERING											
		MATHEMATICS			READING			WRITING			PASSED ALL		
		AISD	B8	TX	AISD	B8	TX	AISD	B8	TX	AISD	B8	TX
1 (Span.)	301	88	84	85	86	77	79	85	75	77	75	NA	68
3 (Span.)	159	86	83	79	96	91	86	95	89	86	84	NA	72

HOW DID AISD STUDENTS PERFORM BY ETHNICITY ON THE 1986-87 TEAMS?

- AISD students in all ethnic groups mastered the Exit-Level TEAMS at higher rates than students throughout the State.
- The increase in the percentage of students mastering the reading and mathematics sections of the TEAMS at grade 3 was equal to or larger than that for the State for all students and for all ethnic groups.
- Out of 17 comparisons at all grades tested, the percentage of Anglo students mastering the TEAMS was the same or higher than the State in 11 comparisons, Hispanics in nine, and Blacks in ten.

The pattern of achievement among the ethnic groups that occurs on AISD's systemwide achievement tests (the Iowa Tests of Basic Skills - ITBS in kindergarten through grade eight, and the Tests of Achievement and Proficiency - TAP, grades 9-12) continues to be evident on the TEAMS. Anglo students achieve higher than both minority groups, while Hispanic students perform better than Black students. Figures 9-14 present, by ethnicity, the percentage of students demonstrating mastery on the TEAMS in 1986-87.

Although the same pattern is followed by the State, a comparison of changes in the percentage of students mastering each test indicates that, the achievement of Hispanic students in AISD increased as much as or more than Hispanic achievement for the State in nine out of 17 comparisons (Figure 8). Achievement for Black students in AISD increased as much as or more than Black achievement for the State in 10 out of 17 comparisons. Achievement gains of Anglo students in AISD were generally higher than gains for Anglo students in the State (see Figure 8 and Attachment 2).

In a previous section it was noted that the greatest potential for District TEAMS improvement lies with low-achieving students. Many of those students are Black or Hispanic. Other ORE reports cited here indicate that the Chapter 1 and Bilingual Education program seem to be positively affecting the TEAMS performance of their participants, most of whom are Black or Hispanic. The skills measured by the TEAMS are not trivial, and it is important that teachers of low-achieving students and the special programs that serve them continue to focus on the TEAMS objectives.

FIGURE 8
TEAMS 1987: RESULTS BY ETHNICITY

	BLACK		HISPANIC		ANGLO	
	AISD	TEXAS	AISD	TEXAS	AISD	TEXAS
GRADE 1						
MATHEMATICS	77	76	83	85	92	92
READING	63	70	67	71	87	86
WRITING	78	78	83	81	93	91
GRADE 3						
MATHEMATICS	68	75	81	82	93	92
READING	67	70	72	68	89	88
WRITING	54	60	64	62	82	80
GRADE 5						
MATHEMATICS	64	75	72	80	91	92
READING	68	75	70	74	91	91
WRITING	55	60	53	57	74	75
GRADE 7						
MATHEMATICS	64	73	72	79	89	91
READING	71	74	72	76	91	91
WRITING	59	62	61	65	78	80
GRADE 9						
MATHEMATICS	66	71	76	76	93	90
READING	62	66	68	70	90	88
WRITING	47	55	50	58	70	74
GRADE 11 (OCT.)						
MATHEMATICS	77	76	89	84	97	94
LANGUAGE ARTS	79	75	84	78	96	93

FIGURE 9
1986-87 TEAMS RESULTS BY ETHNICITY:
GRADE 1

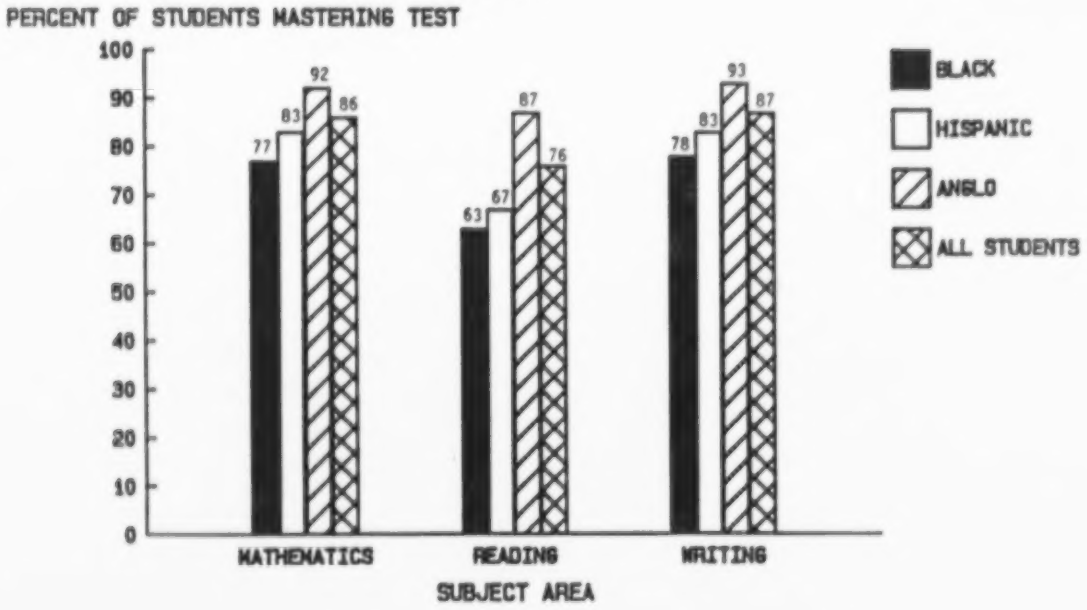


FIGURE 10
1986-87 TEAMS RESULTS BY ETHNICITY:
GRADE 3

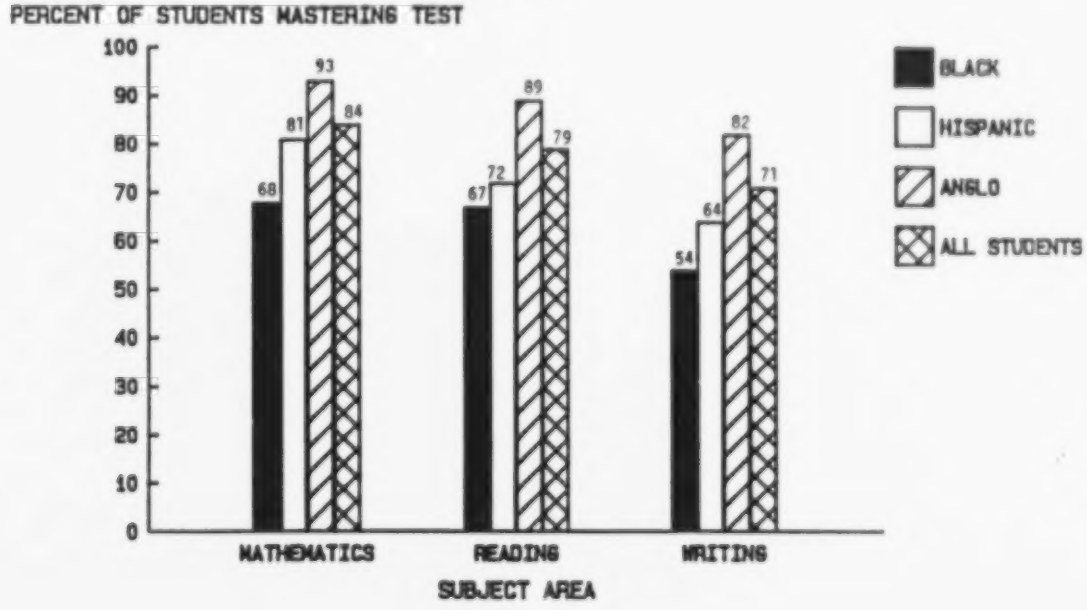


FIGURE 11
1986-87 TEAMS RESULTS BY ETHNICITY:
GRADE 5

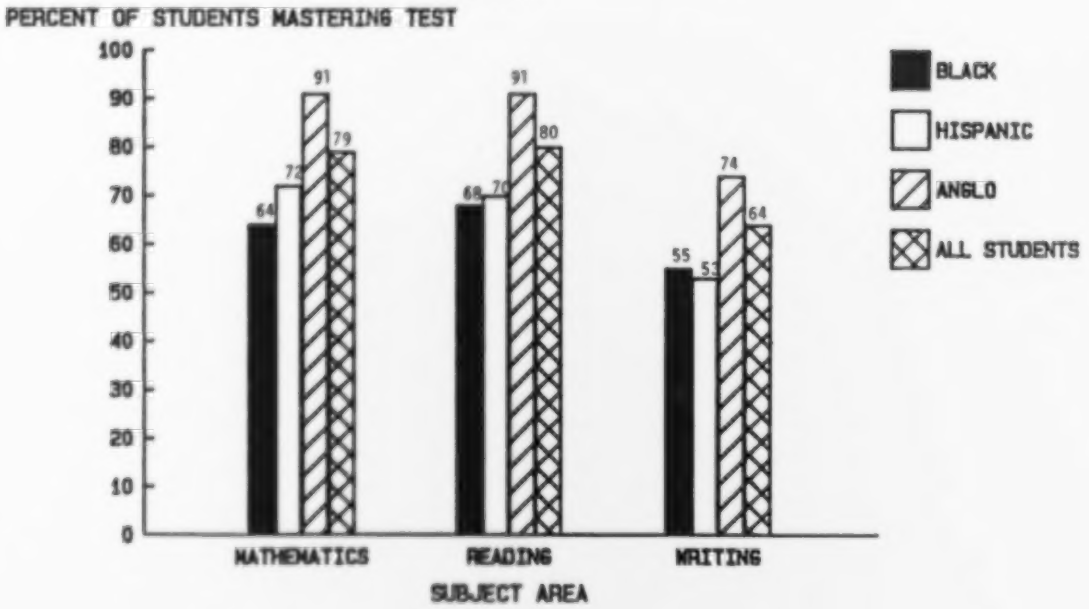


FIGURE 12
1986-87 TEAMS RESULTS BY ETHNICITY:
GRADE 7

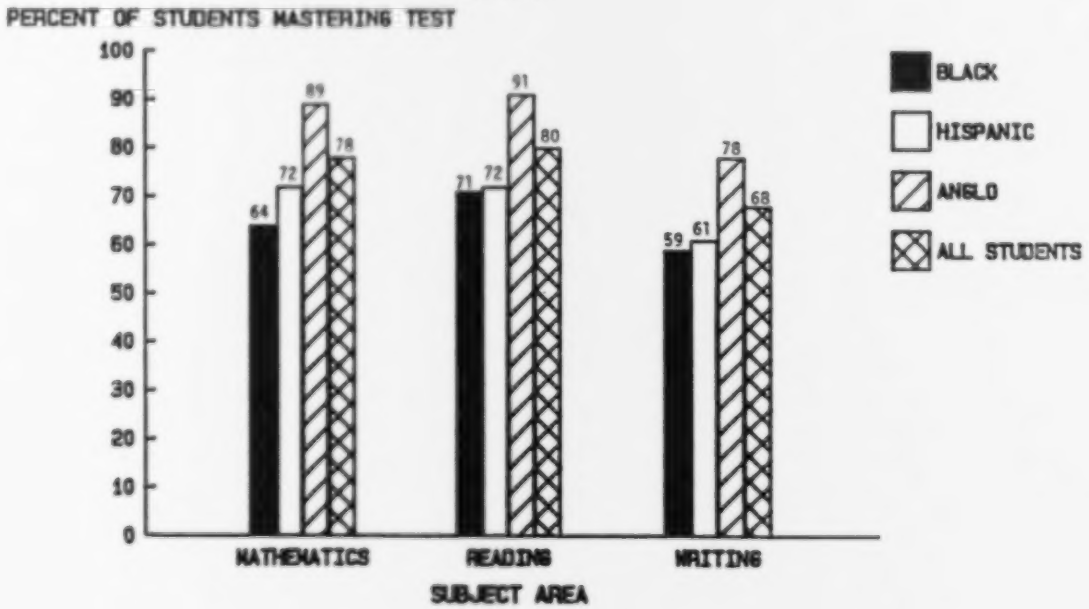


FIGURE 13
1986-87 TEAMS RESULTS BY ETHNICITY:
GRADE 9

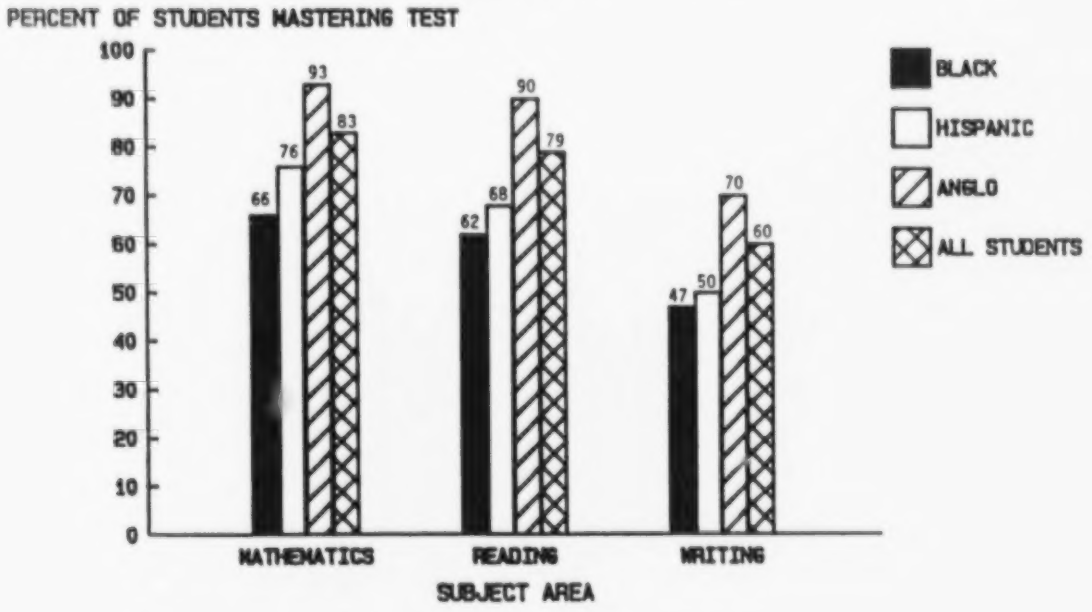
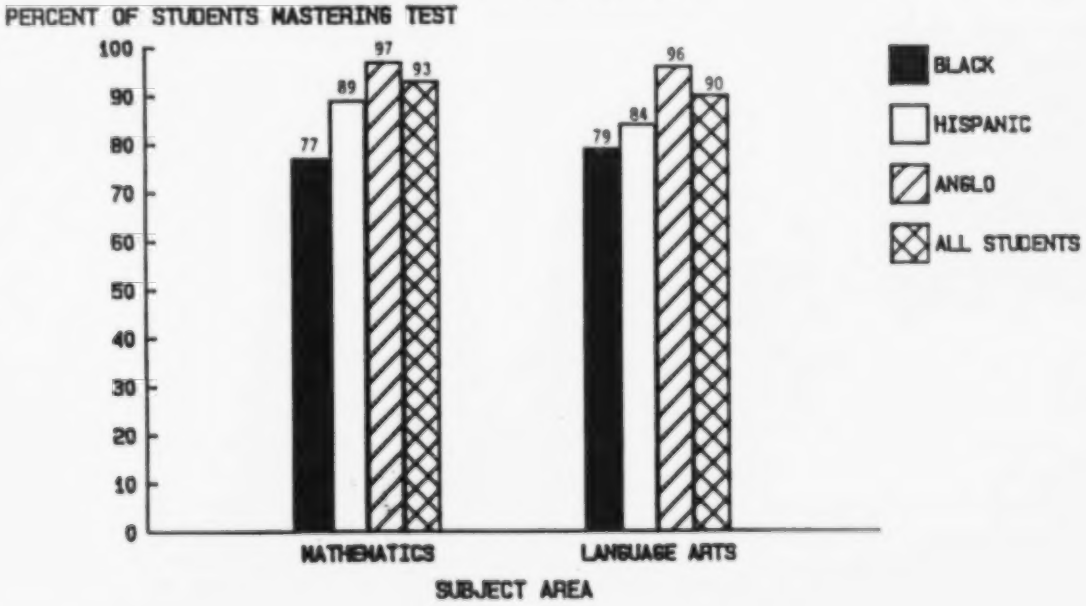


FIGURE 14
1986-87 TEAMS RESULTS BY ETHNICITY:
GRADE 11 EXIT-LEVEL/OCTOBER



EXIT-LEVEL TEAMS

As previously mentioned, students graduating in May, 1987 or thereafter must master both the mathematics and the language arts sections of the test before they graduate from a public high school in Texas. Students not mastering the Exit-Level TEAMS on the first attempt are required to retake the test as many times as necessary to demonstrate mastery and to participate in remedial education programs designed to prepare the students to pass the test.

The results of the first and second years of administering the Exit-Level TEAMS indicate that AISD students passed the test at a higher rate than the other Big Eight urban districts and higher than the State as a whole (see Figure 15). The District's strategies for preparing students to take (and retake) the Exit-Level TEAMS are discussed later in this report.

On the October 1985 and 1986 administrations, 89% and 87% of the AISD eleventh graders mastered both sections of the Exit-Level TEAMS. Figure 8, the Exit-Level TEAMS results for the two administrations, shows AISD's performance to be the highest among the Big Eight urban districts and above the State average both years.

Comparisons of percent mastery in 1986 and 1987 on the Exit-Level TEAMS are not made because the criteria for mastering the two subtests were raised by the State Board of Education. In 1985-86 the raw score needed for mastery was 36 in mathematics and 45 in language arts. In 1986-87, the criteria for mastery increased to 39 and 50 respectively.

FIGURE 15
PERCENTAGES OF STUDENTS MASTERING MATHEMATICS AND LANGUAGE ARTS, FOR THE BIG EIGHT URBAN DISTRICTS, EXIT-LEVEL TEAMS, OCTOBER, 1985 AND 1986

	Mathematics % Mastery		Language Arts % Mastery		Both Areas % Mastery	
	1985	1986	1985	1986	1985	1986
Austin	92	93	94	90	89	87
Big 8 Average	85	86	89	84	80	79
Texas	88	89	91	87	85	83

AISD's rank among the Big 8 urban districts:

Mathematics	Language Arts	Both Areas
1	1	1

HOW MANY AISD STUDENTS WERE DENIED A DIPLOMA BECAUSE THEY DID NOT PASS THE EXIT-LEVEL TEAMS?

17 out of 2,890 potential graduates

In AISD, 2,890 students who were required to take the Exit-Level TEAMS completed all other requirements for graduation. Seventeen of these students (0.6%) did not pass the Exit-Level TEAMS and were denied a diploma. Forty-five additional graduates were not required to pass the TEAMS because they were exempt (special education) or because they were seniors before the requirement came into effect.

The Exit-Level TEAMS is designed with a difficulty level equivalent to the beginning of ninth grade. AISD had a local minimum competency graduation requirement from 1982-83 to 1985-86 that was also at a ninth-grade level. The local requirement, in contrast to the current State requirement, could be waived by those students who did not meet the criterion. Students not demonstrating performance at the ninth-grade level and who had completed all other requirements could submit a letter (signed by the parent or guardian) requesting a waiver of the minimum competency requirement. From 1982-83 to 1985-86, the percentage of students graduating with a letter of waiver went from 8% to 5%. This contrasts with the 0.6% failure rate on the TEAMS.

The local minimum competency requirement could be met by students, beginning in the eighth grade on a variety of tests (ITBS, TAP, STEP, BEST, or TABS). Except for the TABS, these tests were timed, while the TEAMS is an untimed test. The current State requirement can only be met by passing both sections of the Exit-Level TEAMS, which is administered each year in October and May. Students in Texas for their junior and senior years have four opportunities to pass the test.

Students and staff appear to have taken the new TEAMS graduation requirement very seriously--more seriously than in the past when AISD's local graduation competency requirement was in effect.

Following is a profile of the 17 students who were denied a diploma because they did not master one or both of the sections of the Exit-Level TEAMS:

- Age: Eight students were 17-18 years old and nine were 19-22
- Sex: Nine females and eight males
- Ethnicity: Six Asians, four Blacks, five Hispanics, and two Anglos
- English proficiency: Seven limited-English-proficient (LEP), ten non-LEP. Four LEP students had refused bilingual services.
- Number of attempts: Ten students took the Exit-Level TEAMS four times, one student took it three times, three took it two times, and three took it only once.

- Continuous enrollment: Eleven students had been in AISD four or more years; one student had been in AISD for three years; three students had been enrolled for one year; and two students had been in AISD for only one semester.
- Areas not mastered: Eight students failed to demonstrate mastery on mathematics, 12 on language arts, and three on both. All seven of the LEP students demonstrated mastery on mathematics but not on language arts.

Seven of the 17 students who met all graduation requirements but failed to pass the TEAMS and, therefore, were denied a diploma, were LEP. Three of these LEP students had declined English as a Second Language (ESL) service. LEP high school students can be caught in a graduation bind. An ESL course can only counted toward graduation credit in English two years; students often decline the service after this point in order to "make room" in their schedule for courses that count towards graduation. This may have happened in two of these three cases. The problem is that, if these students do not have sufficient English skills to pass the TEAMS, ESL may have helped them more than other English classes. A change in State policy to allow additional graduation credit for ESL might help this situation.

HOW DID THE DISTRICT PREPARE STUDENTS FOR THE ADMINISTRATION OF THE EXIT-LEVEL TEAMS?

On the October 1986 administration of the Exit-Level TEAMS, 87% of the eleventh graders demonstrated mastery in both language arts and mathematics. While this high percentage is largely attributable to the high achievement level of AISD students, credit must also be given to the District's commitment to provide the necessary resources for preparing every student to meet this important exit-level requirement. Many activities occurred as a result of this commitment.

During February, 1985, in accordance with a mandate of the State Board of Education, students and parents of students then enrolled in grades 8, 9, and 10 received a copy of the objectives to be included on the Exit-Level TEAMS. They also received a copy of a letter from the Interim Commissioner of Education notifying the Superintendent of the passage of HB 72 and its implications for high school students. In September, 1985, all students in grades 9-11 received a brochure prepared by TEA giving more information about the Exit-Level TEAMS and the objectives tested, as well as providing a sample test item for each objective.

Beginning with the 1986-87 edition of the High School Information Guide, Exit-Level TEAMS information was included. The guide is distributed to all students entering high school in AISD. In the fall of 1985, AISD began an intensive program to sharpen the skills of eleventh-grade students to take the Exit-Level TEAMS. This program consisted of 18 mini-lessons covering the mathematics objectives and 18 mini-lessons covering the language arts objectives. The mini-lessons were 3 to 5 minutes long and were presented at the beginning of each class period in every subject area (for all students in grades 9-12) for 18 days before the test was administered. In addition, the day before the test, a mini-lesson on test anxiety and test-taking skills was conducted. The mini-lessons were designed at three levels (for low, regular, and advanced classes) in order to provide instruction appropriate to students at all levels of achievement. Additional mini-lessons and test anxiety exercises were developed and implemented in 1986-87. This year, the mini-lesson program was extended to cover grades 7 and 9 as well. They were implemented for 20 days before the February, 1987 administration of the test.

Students predicted to be at risk of not mastering the Exit-Level TEAMS were identified by using scores on the 1985-86 Tests of Achievement and Proficiency (TAP). Students who scored below the 35th percentile on the TAP were flagged on classroom summary printouts produced for each high school teacher for each class period. Also, students who had not mastered the TEAMS at grades 9 or 11 were identified as "at risk."

A live television show in which students and parents could phone in with questions was broadcast over AISD's Cable Channel 8. The show featured a high school principal and the Director of Management Information discussing the new State requirements, the TEAMS format and general content, and strategies for test taking. A high volume of phone calls was received from parents and students.

Other activities coordinated by the Department of Secondary Education included:

- Scheduling of students who have failed to pass either or both sections of the test into tutorial classes (Informal Geometry and Correlated Language Arts IIB).
- Increasing the number of TEAMS tutorial classes and study skills sessions in Community Schools.
- Increasing the number of TEAMS classes in the Evening School.
- Presenting three "Writing Right" workshops throughout the year.
- Developing and distributing TEAMS posters.
- Presenting video tapes on writing skills to each English department.
- Preparing and distributing mathematics homework booklets printed by the Austin American-Statesman for students in grades 7-9. These booklets were designed to promote parent support.
- Scheduling meetings with the mathematics, reading, and social studies departments to analyze scores and identify specific skills on which to focus.
- Distributing samples of the Education Service Center, Region XIII TEAMS practice tests for grades 7, 9, and 11.
- Distributing TEAMS practice tests printed by the University of Texas.
- Developing and scheduling of special Homework Hotline TEAMS programs.
- Developing and scheduling of "chalkboard messages" to air on Channel 8 giving parents and students information about the TEAMS and brief suggestions for scoring high.

HOW EFFECTIVELY DID THE DISTRICT PROVIDE REMEDIATION FOR STUDENTS WHO HAD NOT PASSED THE EXIT-LEVEL TEAMS?

All eleventh- and twelfth-grade students who had failed one or both sections of the Exit-Level TEAMS were identified and advised to enroll in tutorial courses specially designed to help students pass the test on the next administration. Some of these students had attempted and failed to pass the test on more than one occasion.

Figure 16 shows the percent mastery of students who had previously failed the TEAMS and were tested again after taking the tutorial courses one or two times, or not at all.

FIGURE 16
EFFECTS OF TUTORIAL CLASSES ON TEAMS RETEST MASTERY

Subject Area	Number of Students	Did Not Take Tutorial # Tested	Did Not Take Tutorial % Mastery	Took One Tutorial # Tested	Took One Tutorial % Mastery	Took Two Tutorials # Tested	Took Two Tutorials % Mastery
Mathematics	404	111	59%	274	90%	19	63%
Language Arts	437	177	53%	249	71%	11	36%

A comparison of the results indicates that the percentage of students passing the Exit-Level TEAMS who took the mathematics tutorial is 31 percentage points higher than the percentage for students who passed but did not take the tutorial course. In language arts, the percentage of students mastering after taking the tutorial is 18 percentage points higher than the percentage for those mastering who did not take the tutorial. The number of students taking tutorial courses more than once was too small for analysis.

The number of students who have failed the TEAMS and have been tested again in AISD without having taken a tutorial course remains high: 111 students took the mathematics test and 177 the language arts test without the remediation provided by the tutorial. Similar results were reported in 1985-86, with the recommendation that the District must closely monitor the students to ensure that this not occur under the State's exit-level requirements, which would result in AISD's noncompliance with State law.

WHAT WERE THE REACTIONS OF TEACHERS AND STUDENTS TO THE TEAMS?

The annual survey conducted among teachers and students included in 1986-87 questions designed to assess their opinion on various aspects of the Exit-Level TEAMS. Following are the student responses to these questions:

- 41% think that the twenty days of mini-lessons prior to the TEAMS were helpful in preparing for the test (26% disagree).
- 28% think that the Exit-Level TEAMS is a good measure of their success in the future (40% disagree).
- Students reported the following factors as being problems for them while they were taking the TEAMS:

  . 23% - Bells ringing
  . 12% - Not enough work space
  . 12% - Too much noise outside test area
  . 7% - Not enough ventilation
  . 7% - Interruptions by people entering the testing area
  . 6% - Disorganized test administrators
  . 6% - Announcements interrupting the testing
  . 6% - Other school events in conflict with the testing
  . 6% - Not enough time allowed
  . 5% - Did not know where to sit
  . 4% - Too much noise inside testing area
  . 4% - Could not hear instructions
  . 3% - Not enough light

Following are the opinions expressed by the teachers about the Exit-Level TEAMS:

- 77% believe that the whole school pulled together as a team to improve student performance on the TEAMS (7% disagree).
- 49% think it is appropriate to teach to the test if the test is a criterion-referenced test (such as the TEAMS) (26% disagree).
- 81% think that once students master the TEAMS objectives, it is appropriate to move on to other concepts and skills (5% disagree).
- 66% think that the TEAMS objectives represent minimum basic skills (13% disagree).
- 56% think all students should master the TEAMS objectives (27% disagree).

- 63% reported spending more time this year teaching TEAMS objectives than last year (16%).
- 82% reported that their grade level worked together in strategies to improve student's performance on the TEAMS (5% disagree).
- 31% reported being familiar with Dr. Popham's strategies to improve student performance on the TEAMS (44% are not familiar).
- 82% reported that their faculty devoted time discussing TEAMS scores and strategies to improve students' performance on the TEAMS (5% disagree).
- 19% believe too much time is spent teaching minimum basic skills (57% disagree).
- 80% believe there is a lot of pressure felt by AISD teachers that is related to TEAMS testing (10% disagree).

Responses to the survey (in which respondents were asked to choose all items that apply) indicate teachers found these items helpful in preparing for TEAMS exams:

- Mini-lessons 73%
- Testing tips 56%
- Test-anxiety exercises 35%

From these findings it is clear that the District made a concerted effort to improve TEAMS scores; however, there is less unanimity in the teachers' views concerning the purposes and appropriateness of the test.

TEAMS MASTERY CRITERIA

The State Board of Education set mastery criteria for the TEAMS tests. These criteria determined the minimum level of satisfactory performance for students at the grades tested. To master objectives measured with multiple-choice test items, students are required to answer correctly at least three of the four items assessing each objective.

In the subject area of writing, students are required to score a 2, 3, or 4 to obtain mastery of the written composition at Grades 3 (English version only), 5, 7, and 9. To pass the total writing test at those grade levels, students must master both the multiple-choice section and the written composition.

For Grades 1, 3, 5, 7, and 9 the minimum passing standard for mathematics, reading, and writing corresponds to a scaled score of 700. A perfect score corresponds to a scaled score of 999. In Grades 3 (English), 5, 7, and 9, students are required to write a composition in addition to answering multiple-choice items. The passing scaled score is achieved at these grades only if the student receives a score of 2, 3, or 4 on the written composition and has answered correctly a sufficient number of multiple-choice items.

The State Board set the exit-level passing standards that reflect concerns about phase-in time and adequacy-of-preparation. On tests administered during the initial year of the program (1985-86), students had to achieve a scaled score of 612 (raw score of 36) in mathematics and a scaled score of 670 (raw score of 45) in English language arts. After reviewing data from the 1985 administration, the State Board raised the exit-level passing standard for students who were first tested in the 1986-87 school year. To achieve mastery, junior class students taking the test for the first time were required to attain a scaled score of 629 (raw score of 39) in mathematics and a scaled score of 700 (raw score of 50) in English language arts.

A student who retakes one or both sections of the exit-level test is required to meet the passing standards that were in effect when the student first attempted the exit-level TEAMS test.

For first-time tested 11th grade students taking the 1986-87 TEAMS exit-level tests, the scaled score for mathematics ranges from a low score of 422 to a high score of 999. On the exit-level English language arts test, the scaled score ranges from a low of 539 to a high of 999.

The following table shows the number of items required to be answered correctly in order to attain a scaled score of 700.

ATTACHMENT 1

GRADE	MATHEMATICS ITEMS TESTED	MATHEMATICS ITEMS REQ'D	READING ITEMS TESTED	READING ITEMS REQ'D	WRITING ITEMS TESTED	WRITING ITEMS REQ'D
1	32	26	36	24	16	10
1 (Spanish)	32	26	32	21	12	8
3	44	36	36	27	24 (33)	21*
3 (Spanish)	44	32	36	19	28	15
5	44	27	36	23	24 (31)	19*
7	44	27	40	26	24 (28)	16*
9	44	26	44	30	24 (31)	19*

*In addition to the number of correct multiple-choice items required, a student must also attain a written composition score of at least 2 out of a possible 4 points.

GRADE	MATHEMATICS ITEMS TESTED	MATHEMATICS ITEMS REQ'D	LANGUAGE ARTS ITEMS TESTED	LANGUAGE ARTS ITEMS REQ'D
11	72	39	72	50
12	72	36	72	45

ATTACHMENT 2

TEAMS 1986 - 1987

PERCENT MASTERY BY ETHNICITY

	BLACK				HISPANIC				ANGLO				ALL STUDENTS			
	AISD		TEXAS		AISD		TEXAS		AISD		TEXAS		AISD		TEXAS	
	86	87	86	87	86	87	86	87	86	87	86	87	86	87	86	87
GRADE 1																
MATHEMATICS	68	77	71	76	80	83	80	85	88	92	87	92	82	86	83	87
READING	58	63	61	70	65	67	66	71	77	87	79	86	73	76	73	79
WRITING	67	78	70	78	76	83	75	81	82	93	85	91	80	87	80	86
PASSED ALL	46	55	NA	NA	57	59	NA	NA	77	83	NA	NA	65	70	65	72
GRADE 1 SPANISH																
MATHEMATICS					-	88	-	85					-	88	-	85
READING					-	86	-	79					-	86	-	79
WRITING					-	85	-	77					-	85	-	77
PASSED ALL					-	75	-	68					-	75	-	68
GRADE 3																
MATHEMATICS	58	68	66	75	70	81	71	82	84	93	88	92	77	84	80	86
READING	58	67	64	70	61	72	58	68	80	89	86	88	73	79	74	79
WRITING	49	54	49	60	50	64	48	62	69	82	69	80	61	71	60	71
PASSED ALL	34	40	NA	NA	39	54	NA	NA	68	77	NA	NA	52	62	50	63
GRADE 3 SPANISH																
MATHEMATICS					-	86	-	79					-	86	-	79
READING					-	96	-	86					-	96	-	86
WRITING					-	95	-	86					-	95	-	86
PASSED ALL					-	84	-	72					-	84	-	72
GRADE 5																
MATHEMATICS	58	64	67	75	64	72	71	80	88	91	89	92	75	79	80	86
READING	71	68	76	75	72	70	72	74	93	91	92	91	82	80	83	83
WRITING	48	55	54	60	49	53	53	57	73	74	73	75	61	64	64	68
PASSED ALL	34	39	NA	NA	38	41	NA	NA	69	69	NA	NA	53	54	55	60
GRADE 7																
MATHEMATICS	56	64	68	73	63	72	72	79	88	89	90	91	74	78	81	85
READING	64	71	67	74	66	72	65	76	90	91	89	91	77	80	78	84
WRITING	48	59	54	62	55	61	57	65	77	78	74	80	64	68	66	73
PASSED ALL	35	44	NA	NA	40	48	NA	NA	71	74	NA	NA	54	59	56	65
GRADE 9																
MATHEMATICS	58	66	66	71	66	76	72	76	90	93	89	90	77	83	81	83
READING	62	62	66	66	70	68	69	70	90	90	90	88	79	79	80	80
WRITING	42	47	48	55	47	50	50	58	72	70	73	74	59	60	63	67
PASSED ALL	31	33	NA	NA	37	40	NA	NA	68	66	NA	NA	52	52	53	58
GRADE 11 (OCT.)																
MATHEMATICS	77	77	72	76	87	89	82	84	96	97	94	94	91	93	88	89
LANGUAGE ARTS	86	79	81	75	88	84	84	78	97	96	96	93	93	90	91	87
PASSED ALL	73	68	NA	NA	83	80	NA	NA	95	94	NA	NA	89	87	83	83

*For ALL STUDENTS tested in 1985-86 at grades 3, 5, 7, 9, and 11, percentage of students who PASSED ALL tests was reported by TEA as percentage passing all three tests. In all other instances PASSED ALL means percentage of students passing all tests taken.

PERCENT OF STUDENTS DEMONSTRATING MASTERY
TEAMS GRADE 1

SCHOOL	MATHEMATICS 1986 RANK	MAST.	% DIFFERENCE AISD	TX.	MATHEMATICS 1987 RANK	MAST.	% DIFFERENCE AISD	TX.	READING 1986 RANK	MAST.	% DIFFERENCE AISD	TX.	READING 1987 RANK	MAST.	% DIFFERENCE AISD	TX.	WRITING 1986 RANK	MAST.	% DIFFERENCE AISD	TX.	WRITING 1987 RANK	MAST.	% DIFFERENCE AISD	TX.
1. ALLAN	33	80	-2	-3	30	84	-2	-3	30	68	-5	-5	31	73	-3	-6	24	81	1	1	37	83	-4	-3
2. ALLISON	31	81	-1	-2	45	77	-9	-10	31	67	-6	-6	47	55	-21	-24	36	71	-9	-9	48	72	-15	-14
3. ANDREWS	44	65	-17	-18	32	83	-3	-4	41	56	-17	-17	40	67	-9	-12	44	60	-20	-20	27	87	0	1
4. BARTON HILLS	22	84	2	1	22	86	0	-1	26	73	0	0	16	80	4	1	26	80	0	0	24	88	1	2
5. BECKER	18	87	5	4	22	86	0	-1	31	67	-6	-6	47	55	-21	-24	24	81	1	1	42	80	-7	-6
6. BOONE	-	-	-	-	22	86	0	-1	-	-	-	-	29	74	-2	-5	-	-	-	-	24	88	1	2
7. BRENTWOOD	21	85	3	2	22	86	0	-1	16	80	7	7	35	70	-6	-9	21	84	4	4	21	90	3	4
8. BROWN	43	66	-16	-17	39	79	-7	-8	44	55	-18	-18	38	69	-7	-10	42	64	-16	-16	37	83	-4	-3
9. BRYKER WOODS	28	82	0	-1	14	90	4	3	23	76	3	3	23	77	1	-2	20	85	5	5	8	95	8	9
10. CASIS	24	83	1	0	39	79	-7	-8	36	63	-10	-10	35	70	-6	-9	30	78	-2	-2	46	76	-11	-10
11. DAWSON	33	80	-2	-3	39	79	-7	-8	45	54	-19	-19	42	66	-10	-13	41	66	-14	-14	44	79	-8	-7
12. DOSS	13	88	6	5	8	94	8	7	5	88	15	15	3	95	19	16	8	91	11	11	4	97	10	11
13. GOVALLE	40	71	-11	-12	22	86	0	-1	41	56	-17	-17	26	75	-1	-4	39	69	-11	-11	37	83	-4	-3
14. HARRIS	40	71	-11	-12	10	92	6	5	34	64	-9	-9	16	80	4	1	26	80	0	0	20	91	4	5
15. HIGHLAND PARK	7	91	9	8	32	83	-3	-4	18	79	6	6	31	73	-3	-6	23	82	2	2	42	80	-7	-6
16. HILL	2	95	13	12	3	98	12	11	1	98	25	25	1	99	23	20	1	96	16	16	1	99	12	13
17. HOUSTON	37	75	-7	-8	47	76	-10	-11	33	66	-7	-7	43	64	-12	-15	35	74	-6	-6	45	78	-9	-8
18. JOSLIN	13	88	6	5	18	89	3	2	11	84	11	11	10	86	10	7	8	91	11	11	14	93	6	7
19. KOCUREK	-	-	-	-	22	86	0	-1	-	-	-	-	15	81	5	2	-	-	-	-	21	90	3	4
20. LANGFORD	13	88	6	5	8	94	8	7	26	73	0	0	8	89	13	10	32	77	-3	-3	3	98	11	12
21. LEE	2	95	13	12	36	82	-4	-5	3	93	20	20	7	90	14	11	2	95	15	15	13	94	7	8
22. LINDER	42	68	-14	-15	49	72	-14	-15	29	69	-4	-4	34	72	-4	-7	32	77	-3	-3	34	84	-3	-2
23. MAPLEWOOD	45	62	-20	-21	43	78	-8	-9	39	59	-14	-14	26	75	-1	-4	45	56	-24	-24	40	81	-6	-5
24. MATHEWS	6	92	10	9	1	100	14	13	2	95	22	22	5	93	17	14	12	90	10	10	4	97	10	11
25. MENCHACA	24	83	1	0	11	91	5	4	11	84	11	11	23	77	1	-2	17	86	6	6	34	84	-3	-2
26. METZ	24	83	1	0	32	83	-3	-4	28	70	-3	-3	21	78	2	-1	30	78	-2	-2	24	88	1	2
27. NORMAN	19	86	4	3	36	82	-4	-5	18	79	6	6	13	82	6	3	17	86	6	6	14	93	6	7
28. OAK HILL	9	90	8	7	1	100	14	13	14	83	10	10	1	99	23	20	5	92	12	12	1	99	12	13
29. OAK SPRINGS	38	74	-8	-9	11	91	5	4	39	59	-14	-14	16	80	4	1	34	75	-5	-5	14	93	6	7
30. ODOM	11	89	7	6	20	87	1	0	21	77	4	4	26	75	-1	-4	12	90	10	10	17	92	5	6
31. PALM	-	-	-	-	43	78	-8	-9	-	-	-	-	39	68	-8	-11	-	-	-	-	40	81	-6	-5
32. PATTON	1	96	14	13	6	95	9	8	3	93	20	20	9	87	11	8	4	93	13	13	8	95	8	9
33. PEASE	19	86	4	3	4	97	11	10	9	86	13	13	4	94	18	15	14	89	9	9	4	97	10	11
34. PECAN SPRINGS	9	90	8	7	45	77	-9	-10	5	88	15	15	45	61	-15	-18	8	91	11	11	46	76	-11	-10
35. PILLOW	7	91	9	8	14	90	4	3	11	84	11	11	10	86	10	7	5	92	12	12	8	95	8	9
36. PLEASANT HILL	4	94	12	11	20	87	1	0	5	88	15	15	20	79	3	0	5	92	12	12	17	92	5	6
37. REILLY	4	94	12	11	11	91	5	4	10	85	12	12	16	80	4	1	8	91	11	11	17	92	5	6
38. RIDGETOP	13	88	6	5	32	83	-3	-4	20	78	5	5	31	73	-3	-6	15	87	7	7	30	85	-2	-1
39. ST. ELMO	28	82	0	-1	28	85	-1	-2	21	77	4	4	23	77	1	-2	15	87	7	7	30	85	-2	-1
40. SANCHEZ	22	84	2	1	14	90	4	3	15	82	9	9	12	85	9	6	22	83	3	3	7	96	9	10
41. SIMS	38	74	-8	-9	36	82	-4	-5	38	62	-11	-11	46	56	-20	-23	36	71	-9	-9	27	87	0	1
42. SUMMITT	11	89	7	6	5	96	10	9	5	88	15	15	6	92	16	13	3	94	14	14	8	95	8	9
43. SUNSET VALLEY	31	81	-1	-2	28	85	-1	-2	36	63	-10	-10	35	70	-6	-9	36	71	-9	-9	30	85	-2	-1
44. TRAVIS HEIGHTS	13	88	6	5	18	89	3	2	25	75	2	2	29	74	-2	-5	28	79	-1	-1	21	90	3	4
45. WIDEN	-	-	-	-	39	79	-7	-8	-	-	-	-	40	67	-9	-12	-	-	-	-	30	85	-2	-1
46. WILLIAMS	28	82	0	-1	14	90	4	3	16	80	7	7	21	78	2	-1	17	86	6	6	29	86	-1	0
47. WINN	36	76	-6	-7	48	74	-12	-13	41	56	-17	-17	49	53	-23	-26	39	69	-11	-11	49	61	-26	-25
48. WOOTEN	35	79	-3	-4	6	95	9	8	23	76	3	3	13	82	6	3	28	79	-1	-1	8	95	8	9
49. ZILKER	24	83	1	0	30	84	-2	-3	34	64	-9	-9	44	62	-14	-17	42	64	-16	-16	34	84	-3	-2
A I S D		82		-1		86	0	-1		73		0		76	0	-3		80		0		87	0	1
T E X A S		83				87				73				79				80				86		

PERCENT OF STUDENTS DEMONSTRATING MASTERY
TEAMS GRADE 3

SCHOOL	MATHEMATICS								READING								WRITING							
	1986		% DIFFERENCE		1987		% DIFFERENCE		1986		% DIFFERENCE		1987		% DIFFERENCE		1986		% DIFFERENCE		1987		% DIFFERENCE	
	RANK	MAST.	AISD	TX.	RANK	MAST.	AISD	TX.	RANK	MAST.	AISD	TX.	RANK	MAST.	AISD	TX.	RANK	MAST.	AISD	TX.	RANK	MAST.	AISD	TX.
1. ALLAN	36	66	-11	-14	36	77	-7	-9	34	65	-8	-9	35	71	-8	-8	31	55	-6	-5	41	59	-12	-12
2. ALLISON	25	75	-2	-5	40	74	-10	-12	38	60	-13	-14	47	65	-14	-14	37	51	-10	-9	46	47	-24	-24
3. ANDREWS	39	64	-13	-16	25	83	-1	-3	29	68	-5	-6	25	80	1	1	25	59	-2	-1	26	71	0	0
4. BARTON HILLS	13	86	9	6	16	92	8	6	13	79	6	5	16	86	7	7	31	55	-6	-5	22	73	2	2
5. BECKER	40	62	-15	-18	42	73	-11	-13	38	60	-13	-14	49	62	-17	-17	36	52	-9	-8	41	59	-12	-12
6. BOONE	-	-	-	-	20	85	1	-1	-	-	-	-	21	82	3	3	-	-	-	-	20	74	3	3
7. BRENTWOOD	16	83	6	3	20	85	1	-1	13	79	6	5	34	72	-7	-7	4	81	20	21	38	60	-11	-11
8. BROWN	40	62	-15	-18	38	76	-8	-10	40	59	-14	-15	40	70	-9	-9	39	47	-14	-13	38	60	-11	-11
9. BRYKER WOODS	35	68	-9	-12	8	95	11	9	33	66	-7	-8	14	87	8	8	27	57	-4	-3	13	82	11	11
10. CASIS	31	70	-7	-10	40	74	-10	-12	31	67	-6	-7	32	73	-6	-6	29	56	-5	-4	20	74	3	3
11. DAWSON	30	71	-6	-9	20	85	1	-1	36	62	-11	-12	28	77	-2	-2	42	45	-16	-15	48	37	-34	-34
12. DOSS	3	95	18	15	1	100	16	14	2	95	22	21	1	100	21	21	3	82	21	22	5	92	21	21
13. GOVALLE	28	73	-4	-7	25	83	-1	-3	37	61	-12	-13	35	71	-8	-8	42	45	-16	-15	30	65	-6	-6
14. HARRIS	43	58	-19	-22	29	82	-2	-4	45	54	-19	-20	32	73	-6	-6	45	36	-25	-24	19	75	4	4
15. HIGHLAND PARK	11	87	10	7	8	95	11	9	21	76	3	2	19	84	5	5	5	80	19	20	13	82	11	11
16. HILL	1	100	23	20	4	99	15	13	1	100	27	26	3	97	18	18	1	96	35	36	1	96	25	25
17. HOUSTON	17	82	5	2	20	85	1	-1	21	76	3	2	25	80	1	1	13	70	9	10	35	63	-8	-8
18. JOSLIN	21	79	2	-1	34	79	-5	-7	25	74	1	0	21	82	3	3	14	68	7	8	23	72	1	1
19. KOCUREK	-	-	-	-	17	90	6	4	-	-	-	-	8	91	12	12	-	-	-	-	13	82	11	11
20. LANGFORD	21	79	2	-1	24	84	0	-2	26	72	-1	-2	35	71	-8	-8	20	62	1	2	18	78	7	7
21. LEE	3	95	18	15	14	93	9	7	5	90	17	16	2	98	19	19	10	76	15	16	8	89	18	18
22. LINDER	31	70	-7	-10	46	71	-13	-15	31	67	-6	-7	21	82	3	3	17	64	3	4	29	68	-3	-3
23. MAPLEWOOD	20	80	3	0	47	67	-17	-19	12	80	7	6	30	76	-3	-3	26	58	-3	-2	38	60	-11	-11
24. MATHEWS	2	98	21	18	1	100	16	14	4	92	19	18	3	97	18	18	2	89	28	29	5	92	21	21
25. MENCHACA	9	88	11	8	19	88	4	2	8	86	13	12	11	89	10	10	8	77	16	17	37	61	-10	-10
26. METZ	34	69	-8	-11	32	81	-3	-5	44	56	-17	-18	43	68	-11	-11	38	49	-12	-11	43	57	-14	-14
27. NORMAN	38	65	-12	-15	47	67	-17	-19	21	76	3	2	17	85	6	6	23	60	-1	0	48	37	-34	-34
28. OAK HILL	8	90	13	10	8	95	11	9	9	83	10	9	6	96	17	17	11	74	13	14	2	94	23	23
29. OAK SPRINGS	43	58	-19	-22	36	77	-7	-9	42	58	-15	-16	35	71	-8	-8	44	41	-20	-19	44	56	-15	-15
30. ODOM	13	86	9	6	33	80	-4	-6	13	79	6	5	31	74	-5	-5	21	61	0	1	27	70	-1	-1
31. PALM	-	-	-	-	35	78	-6	-8	-	-	-	-	35	71	-8	-8	-	-	-	-	32	64	-7	-7
32. PATTON	6	92	15	12	7	96	12	10	3	94	21	20	8	91	12	12	6	79	18	19	2	94	23	23
33. PEASE	17	82	5	2	38	76	-8	-10	13	79	6	5	13	88	9	9	17	64	3	4	23	72	1	1
34. PECAN SPRINGS	31	70	-7	-10	42	73	-11	-13	18	78	5	4	42	69	-10	-10	29	56	-5	-4	23	72	1	1
35. PILLOW	36	66	-11	-14	25	83	-1	-3	19	77	4	3	10	90	11	11	14	68	7	8	7	91	20	20
36. PLEASANT HILL	23	77	0	-3	4	99	15	13	11	81	8	7	3	97	18	18	27	57	-4	-3	4	93	22	22
37. REILLY	26	74	-3	-6	6	97	13	11	26	72	-1	-2	11	89	10	10	23	60	-1	0	10	88	17	17
38. RIDGETOP	29	72	-5	-8	1	100	16	14	43	57	-16	-17	7	93	14	14	21	61	0	1	12	83	12	12
39. SANCHEZ	15	84	7	4	14	93	9	7	19	77	4	3	19	84	5	5	7	78	17	18	11	84	13	13
40. SIMS	40	62	-15	-18	49	60	-24	-26	34	65	-8	-9	47	65	-14	-14	40	46	-15	-14	45	52	-19	-19
41. ST. ELMO	6	92	15	12	8	95	11	9	7	88	15	14	17	85	6	6	8	77	16	17	16	81	10	10
42. SUMMITT	9	88	11	8	12	94	10	8	10	82	9	8	14	87	8	8	16	67	6	7	8	89	18	18
43. SUNSET VALLEY	26	74	-3	-6	25	83	-1	-3	29	68	-5	-6	45	66	-13	-13	33	54	-7	-6	32	64	-7	-7
44. TRAVIS HEIGHTS	24	76	-1	-4	29	82	-2	-4	24	75	2	1	25	80	1	1	35	53	-8	-7	32	64	-7	-7
45. WIDEN	-	-	-	-	29	82	-2	-4	-	-	-	-	44	67	-12	-12	-	-	-	-	30	65	-6	-6
46. WILLIAMS	5	93	16	13	17	90	6	4	5	90	17	16	24	81	2	2	11	74	13	14	17	80	9	9
47. WINN	43	58	-19	-22	45	72	-12	-14	40	59	-14	-15	45	66	-13	-13	40	46	-15	-14	47	39	-32	-32
48. WOOTEN	19	81	4	1	12	94	10	8	28	71	-2	-3	28	77	-2	-2	33	54	-7	-6	27	70	-1	-1
49. ZILKER	11	87	10	7	42	73	-11	-13	13	79	6	5	40	70	-9	-9	19	63	2	3	35	63	-8	-8
A I S D		77	0	-3		84	0	-2		73	0	-1		79	0	0		61	0	1		71	0	0
T E X A S		80				86				74				79				60				71		

PERCENT OF STUDENTS DEMONSTRATING MASTERY
TEAMS GRADE 5

SCHOOL	MATHEMATICS 1986 RANK	MAST.	% DIFFERENCE AISD	TX.	MATHEMATICS 1987 RANK	MAST.	% DIFFERENCE AISD	TX.	READING 1986 RANK	MAST.	% DIFFERENCE AISD	TX.	READING 1987 RANK	MAST.	% DIFFERENCE AISD	TX.	WRITING 1986 RANK	MAST.	% DIFFERENCE AISD	TX.	WRITING 1987 RANK	MAST.	% DIFFERENCE AISD	TX.
1. BARRINGTON	27	70	-5	-10	20	81	2	-5	33	73	-9	-10	25	78	-2	-5	33	45	-16	-19	26	54	-10	-14
2. BECKER	31	66	-9	-14	29	73	-6	-13	23	80	-2	-3	35	71	-9	-12	35	44	-17	-20	32	51	-13	-17
3. BLACKSHEAR	33	62	-13	-18	41	57	-22	-29	30	76	-6	-7	42	62	-18	-21	30	50	-11	-14	37	43	-21	-25
4. BLANTON	24	72	-3	-8	25	78	-1	-8	27	78	-4	-5	30	74	-6	-9	10	69	8	5	15	74	10	6
5. BOONE	-	-	-	-	5	94	-	-	-	-	-	-	9	92	-	-	-	-	-	-	11	82	-	-
6. BRENTWOOD	22	73	-2	-7	40	61	-18	-25	14	85	3	2	43	55	-25	-28	12	68	7	4	41	39	-25	-29
7. BROOKE	39	51	-24	-29	23	79	0	-7	38	65	-17	-18	26	77	-3	-6	33	45	-16	-19	28	52	-12	-16
8. BROWN	30	67	-8	-13	17	85	6	-1	32	74	-8	-9	17	83	3	0	32	46	-15	-18	3	89	25	21
9. CAMPBELL	38	54	-21	-26	41	57	-22	-29	35	71	-11	-12	40	69	-11	-14	31	49	-12	-15	24	57	-7	-11
10. COOK	31	66	-9	-14	32	72	-7	-14	36	69	-13	-14	35	71	-9	-12	35	44	-17	-20	28	52	-12	-16
11. CUNNINGHAM	13	83	8	3	6	93	14	7	9	89	7	6	6	93	13	10	4	75	14	11	5	88	24	20
12. DAWSON	36	55	-20	-25	34	70	-9	-16	39	60	-22	-23	41	68	-12	-15	38	40	-21	-24	42	32	-32	-36
13. DOSS	1	97	22	17	1	97	18	11	1	99	17	16	6	93	13	10	3	80	19	16	1	93	29	25
14. GRAHAM	28	69	-6	-11	25	78	-1	-8	30	76	-6	-7	33	72	-8	-11	28	54	-7	-10	19	64	0	-4
15. GULLETT	16	77	2	-3	29	73	-6	-13	17	84	2	1	39	70	-10	-13	7	71	10	7	22	60	-4	-8
16. HOUSTON	14	81	6	1	43	51	-28	-35	12	88	6	5	33	72	-8	-11	12	68	7	4	40	40	-24	-28
17. JOSLIN	25	71	-4	-9	29	73	-6	-13	25	79	-3	-4	21	80	0	-3	21	60	-1	-4	19	64	0	-4
18. KOCUREK	-	-	-	-	17	85	-	-	-	-	-	-	13	88	-	-	-	-	-	-	10	85	-	-
19. LANGFORD	11	85	10	5	19	84	5	-2	4	93	11	10	15	86	6	3	28	54	-7	-10	37	43	-21	-25
20. LEE	2	93	18	13	6	93	14	7	4	93	11	10	4	95	15	12	5	74	13	10	3	89	25	21
21. LINDER	20	74	-1	-6	39	66	-13	-20	29	77	-5	-6	19	81	1	-2	24	58	-3	-6	27	53	-11	-15
22. MAPLEWOOD	17	76	1	-4	38	67	-12	-19	19	83	1	0	29	76	-4	-7	6	73	12	9	25	56	-8	-12
23. MATHEWS	6	87	12	7	1	97	18	11	14	85	3	2	2	97	17	14	2	82	21	18	28	52	-12	-16
24. MENCHACA	12	84	9	4	9	92	13	6	4	93	11	10	3	96	16	13	21	60	-1	-4	16	72	8	4
25. OAK HILL	8	86	11	6	9	92	13	6	2	94	12	11	10	91	11	8	18	64	3	0	5	88	24	20
26. OOOM	17	76	1	-4	4	95	16	9	22	82	0	-1	6	93	13	10	23	59	-2	-5	13	79	15	11
27. ORTEGA	29	68	-7	-12	36	69	-10	-17	25	79	-3	-4	30	74	-6	-9	18	64	3	0	33	49	-15	-19
28. PALM	-	-	-	-	14	88	-	-	-	-	-	-	22	79	-	-	-	-	-	-	22	60	-	-
29. PATTON	5	88	13	8	12	89	10	3	9	89	7	6	12	90	10	7	1	83	22	19	17	70	6	2
30. PEASE	4	89	14	9	1	97	18	11	2	94	12	11	1	100	20	17	15	67	6	3	2	90	26	22
31. PLEASANT HILL	3	91	16	11	9	92	13	6	7	92	10	9	5	94	14	11	7	71	10	7	11	82	18	14
32. READ	22	73	-2	-7	21	80	1	-6	19	83	1	0	22	79	-1	-4	24	58	-3	-6	19	64	0	-4
33. REILLY	20	74	-1	-6	6	93	14	7	23	80	-2	-3	10	91	11	8	10	69	8	5	8	86	22	18
34. RIDGETOP	35	57	-18	-23	34	70	-9	-16	19	83	1	0	17	83	3	0	38	40	-21	-24	14	78	14	10
35. ST. ELMO	6	87	12	7	15	86	7	0	9	89	7	6	26	77	-3	-6	27	57	-4	-7	17	70	6	2
36. TRAVIS HEIGHTS	8	86	11	6	21	80	1	-6	17	84	2	1	14	87	7	4	12	68	7	4	39	42	-22	-26
37. WALNUT CREEK	25	71	-4	-9	15	86	7	0	34	72	-10	-11	15	86	6	3	24	58	-3	-6	5	88	24	20
38. WEBB	15	79	4	-1	25	78	-1	-8	13	87	5	4	26	77	-3	-6	15	67	6	3	34	48	-16	-20
39. WIDEN	-	-	-	-	36	69	-	-	-	-	-	-	22	79	-	-	-	-	-	-	36	46	-	-
40. WILLIAMS	8	86	11	6	12	89	10	3	8	91	9	8	19	81	1	-2	7	71	10	7	8	86	22	18
41. WOOLDRIDGE	33	62	-13	-18	28	74	-5	-12	27	78	-4	-5	32	73	-7	-10	20	62	1	-2	28	52	-12	-16
42. ZAVALA	36	55	-20	-25	32	72	-7	-14	37	68	-14	-15	35	71	-9	-12	37	43	-18	-21	34	48	-16	-20
43. ZILKER	19	75	0	-5	23	79	0	-7	14	85	3	2	35	71	-9	-12	17	66	5	2	43	31	-33	-37
A I S D		75		-5		79		-7		82		-1		80		-3		61		-3		64		-4
T E X A S		80				86				83				83				64				68		

PERCENT OF STUDENTS DEMONSTRATING MASTERY
TEAMS GRADE 7

SCHOOL	MATHEMATICS								READING								WRITING							
	1986		% DIFFERENCE		1987		% DIFFERENCE		1986		% DIFFERENCE		1987		% DIFFERENCE		1986		% DIFFERENCE		1987		% DIFFERENCE	
	RANK	MAST.	AISD	TX.	RANK	MAST.	AISD	TX.	RANK	MAST.	AISD	TX.	RANK	MAST.	AISD	TX.	RANK	MAST.	AISD	TX.	RANK	MAST.	AISD	TX.
1. BEDICHEK	2	81	7	0	4	84	6	-1	1	84	7	6	3	87	7	3	1	72	8	6	3	72	4	-1
2. BURNET	3	77	3	-4	9	70	-8	-15	2	82	5	4	9	75	-5	-9	4	67	3	1	6	67	-1	-6
3. COVINGTON	-	-	-	-	1	89	11	4	-	-	-	-	1	93	13	9	-	-	-	-	1	85	17	12
4. DOBIE	9	66	-8	-15	8	73	-5	-12	7	74	-3	-4	6	78	-2	-6	9	57	-7	-9	4	70	2	-3
5. FULMORE	5	72	-2	-9	7	76	-2	-9	7	74	-3	-4	8	76	-4	-8	8	59	-5	-7	10	61	-7	-12
6. KEALING	-	-	-	-	2	85	7	0	-	-	-	-	2	88	8	4	-	-	-	-	2	76	8	3
7. LAMAR	6	71	-3	-10	11	69	-9	-16	6	76	-1	-2	5	80	0	-4	6	62	-2	-4	7	66	-2	-7
8. MARTIN	3	77	3	-4	9	70	-8	-15	3	81	4	3	9	75	-5	-9	2	71	7	5	10	61	-7	-12
9. MURCHISON	8	69	-5	-12	6	77	-1	-8	10	66	-11	-12	11	72	-8	-12	6	62	-2	-4	8	63	-5	-10
10. O. HENRY	6	71	-3	-10	4	84	6	-1	5	77	0	-1	4	83	3	-1	5	64	0	-2	4	70	2	-3
11. PEARCE	10	64	-10	-17	12	66	-12	-19	9	71	-6	-7	12	71	-9	-13	10	54	-10	-12	12	55	-13	-18
12. PORTER	1	83	9	2	2	85	7	0	4	79	2	1	7	77	-3	-7	3	70	6	4	9	62	-6	-11
AUSTIN		74		-7		78		-7		77		-1		80		-4		64		-2		68		-5
TEXAS		81				85				78				84				66				73		

PERCENT OF STUDENTS DEMONSTRATING MASTERY
TEAMS GRADE 9

SCHOOL	MATHEMATICS								READING								WRITING							
	1986		% DIFFERENCE		1987		% DIFFERENCE		1986		% DIFFERENCE		1987		% DIFFERENCE		1986		% DIFFERENCE		1987		% DIFFERENCE	
	RANK	MAST.	AISD	TX.	RANK	MAST.	AISD	TX.	RANK	MAST.	AISD	TX.	RANK	MAST.	AISD	TX.	RANK	MAST.	AISD	TX.	RANK	MAST.	AISD	TX.
1. ANDERSON	5	79	2	-2	6	83	0	0	5	81	2	1	5	78	-1	-2	5	60	1	-3	8	54	-6	-13
2. AUSTIN	1	85	8	4	2	88	5	5	1	88	9	8	1	90	11	10	1	74	15	11	1	81	21	14
3. CROCKETT	4	81	4	0	4	84	1	1	5	81	2	1	6	77	-2	-3	6	59	0	-4	3	63	3	-4
4. L.B.J.	10	70	-7	-11	9	70	-13	-13	9	72	-7	-8	10	70	-9	-10	7	56	-3	-7	4	60	0	-7
5. JOHNSTON	2	82	5	1	3	86	3	3	4	82	3	2	3	79	0	-1	3	62	3	-1	6	56	-4	-11
6. LANIER	6	75	-2	-6	6	83	0	0	7	78	-1	-2	8	73	-6	-7	9	46	-13	-17	5	57	-3	-10
7. MCCALLUM	2	82	5	1	1	90	7	7	2	84	5	4	2	86	7	6	2	65	6	2	2	66	6	-1
8. REAGAN	8	72	-5	-9	4	84	1	1	9	72	-7	-8	7	76	-3	-4	8	54	-5	-9	9	53	-7	-14
9. ROBBINS	6	75	-2	-6	10	65	-18	-18	3	83	4	3	8	73	-6	-7	10	37	-22	-26	10	38	-22	-29
10. TRAVIS	8	72	-5	-9	8	82	-1	-1	8	75	-4	-5	3	79	0	-1	3	62	3	-1	6	56	-4	-11
AUSTIN		77		-4		83		0		79		-1		79		-1		59		-4		60		-7
TEXAS		81				83				80				80				63				67		

PERCENT OF STUDENTS DEMONSTRATING MASTERY
TEAMS GRADE 11 EXIT-LEVEL (OCTOBER)

SCHOOL	MATHEMATICS								LANGUAGE ARTS							
	1985-1986		% DIFFERENCE		1986-1987		% DIFFERENCE		1985-1986		% DIFFERENCE		1986-1987		% DIFFERENCE	
	RANK	MAST.	AISD	TX.	RANK	MAST.	AISD	TX.	RANK	MAST.	AISD	TX.	RANK	MAST.	AISD	TX.
1. ANDERSON	4	93	1	5	1	97	4	8	5	94	0	3	4	92	2	5
2. AUSTIN	1	96	4	8	2	96	3	7	2	97	3	6	1	97	7	10
3. CROCKETT	3	94	2	6	5	94	1	5	3	96	2	5	5	91	1	4
4. L.B.J.	9	83	-9	-5	9	81	-12	-8	10	88	-6	-3	10	82	-8	-5
5. JOHNSTON	6	92	0	4	3	95	2	6	7	93	-1	2	6	90	0	3
6. LANIER	4	93	1	5	6	93	0	4	8	92	-2	1	8	89	-1	2
7. MCCALLUM	2	95	3	7	8	90	-3	1	3	96	2	5	3	93	3	6
8. REAGAN	8	88	-4	0	3	95	2	6	5	94	0	3	2	94	4	7
9. ROBBINS	10	63	-29	-25	10	80	-13	-9	1	100	6	9	6	90	0	3
10. TRAVIS	7	91	-1	3	7	91	-2	2	9	90	-4	-1	9	84	-6	-3
AUSTIN		92		4		93		4		94		3		90		3
TEXAS		88				89				91				87		

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This brochure describes the achievement tests and the language proficiency tests used in the Austin Independent School District. It also contains suggestions for parents to help their children prepare for achievement testing. (Revised edition of 83.34)

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